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Canada

The Land, Histories, and Stories

Home Instructor's Guide and Assignment Booklet 2B

Module 2

Navigate the Maritimes

Alberta Education

Grade 5 Social Studies
Module 2: Navigate the Maritimes
Home Instructor's Guide and Assignment Booklet 2B
ISBN 978-0-7741-2936-7

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Alberta Education acknowledges with appreciation the Alberta Distance Learning Centre and Pembina Hills Regional Division No. 7 for their review of this Home Instructor's Guide and Assignment Booklet.

This document is intended for	
Students	
Teachers	✓
Administrators	
Home Instructors	✓
General Public	
Other	

You may find the following Internet sites useful:

- Alberta Education, **http://www.education.gov.ab.ca**
- Learning Resources Centre, **http://www.lrc.education.gov.ab.ca**
- Tools4Teachers, **http://www.tools4teachers.ca**

Exploring the electronic information superhighway can be educational and entertaining. However, be aware that these computer networks are not censored. Students may unintentionally or purposely find articles on the Internet that may be offensive or inappropriate. As well, the sources of information are not always cited and the content may not be accurate. Therefore, students may wish to confirm facts with a second source.

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Chapter Summaries

Chapter 9: Driving the Cabot Trail

Objective

This chapter focuses on the environmental significance of national parks and protected areas.

Instructional Strategies

Have the student show you where Chéticamp is on the map of Nova Scotia.

Discuss ways individuals can care for national parks and protected areas. The student might suggest the following: not littering; not going off marked trails; not damaging, picking, or removing anything in the park; respecting wildlife and vegetation; driving smaller, fuel-efficient vehicles or biking or walking when possible.

At the end of the chapter, direct the student to Assignment Booklet 2B.

Website

The following website may provide useful information for Chapter 9:

http://novascotia.com/site-ns/media/novascotia/cabot.pdf

Chapter 10: The Stormiest Region

Objective

This chapter focuses on the severe weather in the Maritimes and the factors affecting it.

Instructional Strategies

With the student, think of factors that influence climate. Guide the student to see how being surrounded by water might affect climate; for example, moisture from the water can create storm systems.

At the end of the chapter, direct the student to Assignment Booklet 2B to complete the assignment for Chapter 10. Remind the student to return to the Student Module Booklet after completing the assignment.

Have the student compare average temperatures of two communities. The student should compare his or her own community with a Maritime community (any city or town in a Maritime province) by using the website at the address **http://www.climate.weatheroffice.ec.gc.ca/**. At this website, go to "Climate Normals & Averages." Discuss similarities and differences between the two communities with the student.

Chapter 11: The Appalachian Region

Objective

This chapter focuses on the Appalachian geographic region—how the land is used and sustains communities and how people live with the land.

Instructional Strategies

Assist the student with locating the Appalachian Region on the segment titled "Geographic Regions of Canada" on the Grade 5 Social Studies Multimedia CD.

Discuss where farming occurs in the Maritimes. (Many farming areas are centred around water, such as the Bay of Fundy, the Saint John River Valley in New Brunswick, and the Northumberland Strait.)

At the end of the chapter, direct the student to Assignment Booklet 2B.

Chapter 12: A Long History of Coal Mining

Objective

In this chapter the student learns about the history of coal mining in Nova Scotia and about the minerals being mined today in the Maritimes.

Instructional Strategies

Ask the student to show you where Glace Bay is on the map of Nova Scotia.

Ask the student to show you on the map the following major coal-mining areas in Nova Scotia: Stellarton, New Glasgow, Westville, and Thorburn (in Pictou County); Springhill, Amherst, Port Hood, and Joggins (in Cumberland County).

Have the student recall what is mined in Alberta (coal, limestone, shale, sandstone, salt, sand, and gravel). Compare these products with those mined in the Maritimes.

At the end of the chapter, direct the student to Assignment Booklet 2B.

Websites

The following websites may provide useful information for Chapter 12:

- **http://www.minersmuseum.com/**
- **http://www.mininghistory.ns.ca/**

Chapter 13: New People in a New Land

Objective

This chapter focuses on the immigrants who came to the Maritimes, the natural resources they used to survive, and the communities and industries they built.

Instructional Strategies

Have the student show you where Edmunston, New Brunswick, is on the map. Ask why Edmunston was a logging community. (It's in the heavily treed area of New Brunswick.)

With the student, discuss the type of jobs that were available in the Maritimes. (Jobs in farming, fishing, lumber, and shipbuilding industries existed because there were readily available resources.)

At the end of the chapter, direct the student to Assignment Booklet 2B.

Chapter 14: The Maritime Way of Life

Objective

In this chapter the student learns about the economy of the Maritimes: the boom and bust years; the effects of World War I, the Depression, and World War II; and the economic situation today.

Instructional Strategies

Get the student to show you the quickest route between Baddeck and Moncton, New Brunswick. (It is the Trans-Canada Highway.)

Have the student locate some of the world's largest natural harbours and show them to you in the atlas or on a world map.

Give the student a number of different coins to look at. When the student finds the *Bluenose* on the dime, ask who's head is on the opposite side (Queen Elizabeth II) and why it's there (the monarch's head is on all Canadian coins).

Ensure the student looks up *aquaculture* in the dictionary and writes its definition on the lines in the Student Module Booklet. Verify that it is correct. Ask the student to explain what aquaculture means to him or her.

Chapter 15: The Maritimes and Confederation

Objective

This chapter focuses on the Maritimes and Confederation and the role Charlottetown played in Confederation.

Instructional Strategies

Have the student locate the Chignecto Isthmus on the map of Nova Scotia and show you where it is.

Assist the student as needed to find information on the Internet about Confederation Bridge. It is the world's longest bridge over ice water.

Direct the student to the following website to learn about the provinces and when they joined Confederation:

http://www.collectionscanada.ca/confederation/kids

Discuss why Alberta joined Confederation.

Chapter 16: Farewell to Nova Scotia

Objective

The student will demonstrate an understanding of the Maritimes by using the information in the final chapters and throughout the module to select a province in the Maritimes where he or she might choose to live.

Instructional Strategies

Assist the student with locating the song "Farewell to Nova Scotia" on the Grade 5 Social Studies Multimedia CD 1.

At the end of the chapter, direct the student to Assignment Booklet 2B. Go over the instructions in Assignment Booklet 2B with the student. Give assistance as needed.

Complete the Home Instructor's Feedback Form. Direct the student to complete the Student Feedback Form at the end of Assignment Booklet 2B.

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ASSIGNMENT BOOKLET 2B

Grade 5 Social Studies
Module 2: Chapters 9–16

Home Instructor's Comments and Questions

_____
Home Instructor's Signature

FOR SCHOOL USE ONLY

Assigned Teacher:

_____

Date Assignment Received:

_____

Grading:

_____

Additional Information:

_____

_____

_____

_____

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_____

_____

_____

FOR HOME INSTRUCTOR USE
(if label is missing or incorrect)

Student File Number:

_____

Date Submitted:

_____

Apply Module Label Here

Name

Address

Postal Code

Please verify that preprinted label is for correct course and module.

Teacher's Comments

_____
Teacher's Signature

Home Instructor: Keep this sheet when it is returned to you as a record of the student's progress.

INSTRUCTIONS FOR SUBMITTING THIS DISTRIBUTED LEARNING ASSIGNMENT BOOKLET

When you are registered for distributed learning courses, you are expected to regularly submit completed assignments for correction. Try to submit each Assignment Booklet as soon as you complete it. Do not submit more than one Assignment Booklet in one subject at the same time. Before submitting your Assignment Booklet, please check the following:

- Are all the assignments completed? If not, explain why.
- Has your work been reread to ensure accuracy in spelling and details?
- Is the booklet cover filled out and the correct module label attached?

Mailing

1. Do **not** enclose letters with your Assignment Booklets. **Send all letters in a separate envelope.**

2. Put your Assignment Booklet in an envelope and take it to the post office and have it weighed. Attach **sufficient postage** and seal the envelope.

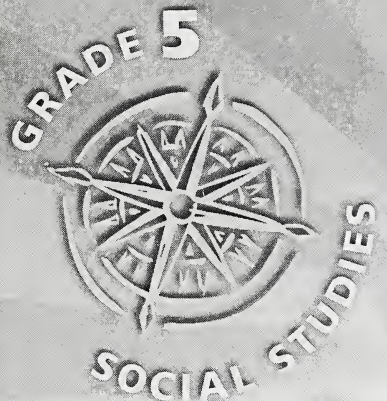
FAXING

1. Assignment Booklets may be faxed to the school with which you are registered. Contact your teacher for the appropriate fax number.

2. All faxing costs are the responsibility of the sender.

E-MAILING

It may be possible to e-mail your completed Assignment Booklet to the school with which you are registered. You also may be **required** to e-mail some of your assignments. Contact your teacher for the appropriate e-mail address.



Canada

The Land, Histories, and Stories

Assignment Booklet 2B

Module 2

Navigate the Maritimes

Alberta Education

FOR TEACHER'S USE ONLY

Summary

	Total Possible Marks	Your Mark
Chapter 9 Assignment	24	
Chapter 10 Assignment	10	
Chapter 11 Assignment	7	
Chapter 12 Assignment	5	
Chapter 13 Assignment	16	
Chapter 16 Assignment	23	
	85	

Teacher's Comments

Grade 5 Social Studies
Module 2: Navigate the Maritimes
Assignment Booklet 2B

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ASSIGNMENT BOOKLET 2B
GRADE 5 SOCIAL STUDIES: MODULE 2
CHAPTER 9 ASSIGNMENT TO CHAPTER 16 ASSIGNMENT

This Assignment Booklet is worth 85 marks out of the total 155 marks for the assignments in Module 2. The value of each assignment and each question is stated in the left margin.

Read all parts of your assignment carefully and record your answers in the appropriate places. If you have difficulty with an assignment, go back to your Student Module Booklet and review the appropriate lesson. Be sure to proofread your answers carefully before submitting your Assignment Booklet.

Chapter 9 Assignment: Driving the Cabot Trail

24

Go to the Parks Canada website at **http://www.pc.gc.ca/index_e.asp** or use an atlas to complete the following questions.

(2) 1. a. _____ and _____ national parks are located in New Brunswick.

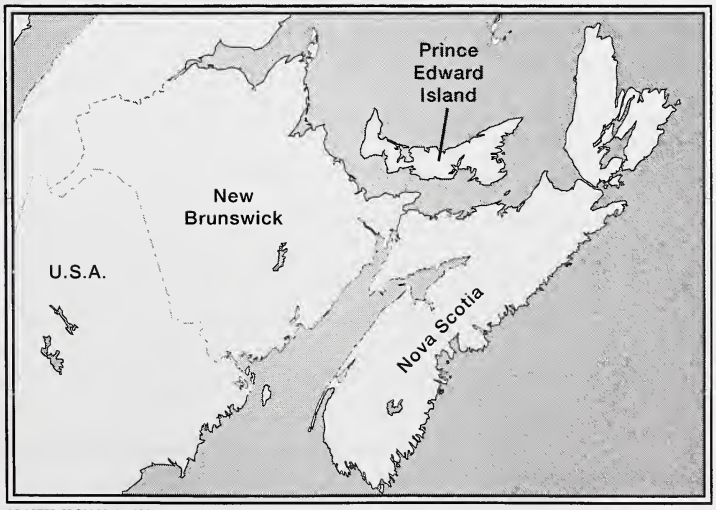
(2) b. Label the parks on the following map, and colour them blue.

(2) 2. a. _____ and _____ national parks are located in Nova Scotia.

(2) b. Label the parks on the following map, and colour them green.

(1) 3. a. _____ National Park is located in Prince Edward Island.

(2) b. Label the park on the following map, and colour it yellow.



ADAPTED FROM MAP RESOURCES

(13)

4. In the Student Module Booklet you discovered that there are many reasons for creating national parks. Write a paragraph explaining why the creation of parks and protected areas is important to the preservation of natural areas and ecosystems. Use the parks in Nova Scotia as examples. The paragraph will be marked on the use of a topic sentence that states the main idea, supporting sentences that include your reasons and examples, and a concluding sentence that ends the paragraph. Edit the paragraph for spelling and sentence structure.

   You may use a computer with a word-processing program to write your paragraph, or write the finished copy on the lines below.

Turn to Chapter 10 in the Module 2 Student Module Booklet.

10

5

Chapter 10 Assignment: The Stormiest Region

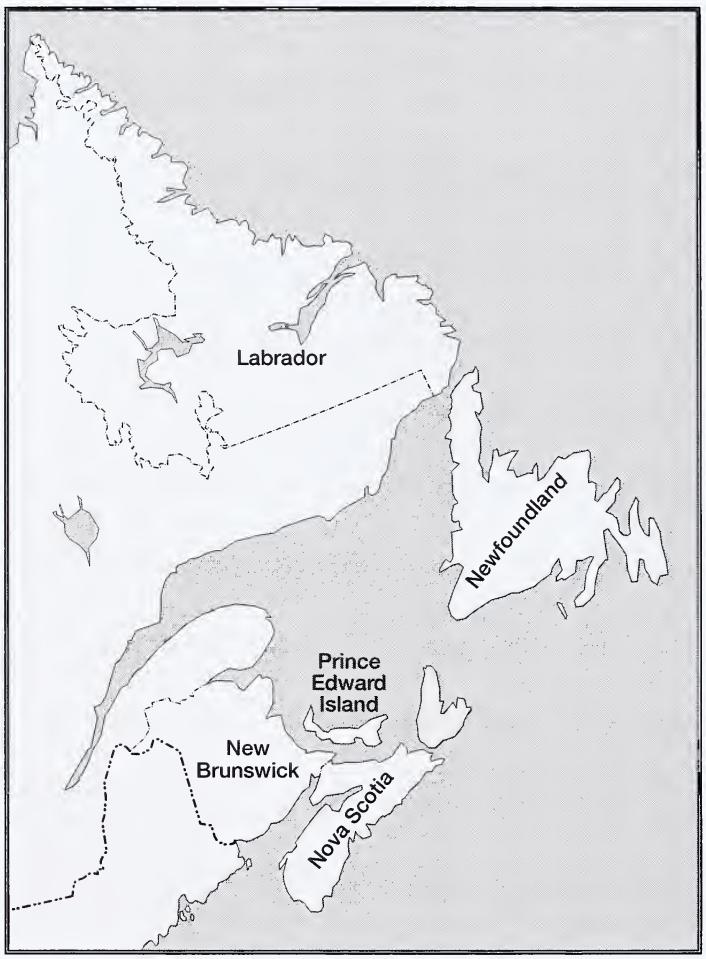
1. Match the statements in Column A with the bodies of water they refer to in Column B.

Column A			Column B
a.	_____	This body of water is north of Nova Scotia and Prince Edward Island and northeast of New Brunswick.	i. Northumberland Strait
b.	_____	This body of water lies between Prince Edward Island, New Brunswick, and Nova Scotia.	ii. Atlantic Ocean
c.	_____	New Brunswick and Nova Scotia "sandwich" this body of water.	iii. Cabot Strait
d.	_____	This body of water is south and east of Nova Scotia.	iv. Gulf of St. Lawrence
e.	_____	This body of water connects the Gulf of St. Lawrence with the Atlantic Ocean.	v. Bay of Fundy

(5)

2. Write the following bodies of water on the following map:

- Northumberland Strait
- Cabot Strait
- Atlantic Ocean
- Gulf of St. Lawrence
- Bay of Fundy



ADAPTED FROM MAP RESOURCES

Turn to Chapter 11 in the Module 2 Student Module Booklet.

7
5

Chapter 11 Assignment: The Appalachian Region

1. Only about 10 percent of the land of the Appalachian Region can be used for agriculture. Explain why.

_____

_____

_____

_____

2

2. What are the two major crops grown in the Appalachian Region?

_____

_____

Turn to Chapter 12 in the Module 2 Student Module Booklet.

5
4

Chapter 12 Assignment: A Long History of Coal Mining

1. Explain why communities such as Sydney, Stellarton, New Glasgow, Westville, Thornburn, Springhill, Amherst, Port Hood, and Joggins are important in Nova Scotia.

_____

_____

_____

_____

1

2. Name one industry that uses coal.

_____

Turn to Chapter 13 in the Module 2 Student Module Booklet.

16

Chapter 13 Assignment: New People in a New Land

1. Explain why communities in the Maritime provinces were established in the following areas:

(2) a. along the coastlines

_____

_____

(2) b. on the Bay of Fundy and river valleys

_____

_____

(2) c. in the forested areas

_____

_____

(2) 2. There are a number of communities along the Saint John River in the densely forested area of northwestern New Brunswick. Explain why loggers in the 1800s established their communities along a river.

_____

_____

_____

(1) 3. Why did Halifax, N.S., become an important city?

_____

_____

(1) 4. Why did Saint John, N.B., become an important city?

_____

_____

(1) 5. Why did Charlottetown, P.E.I., become an important city?

_____

_____

(5)

6. During the early to mid-1800s, most of the people living in the Maritimes came from or were descendents of settlers from these countries. Circle the correct answers.

Poland	Ireland	Brazil	United States	England
China	France	Scotland	Jamaica	Sierra Leone

Turn to Chapter 14 in the Module 2 Student Module Booklet.

(23)

Chapter 16 Assignment: Farewell to Nova Scotia

Imagine that your family is moving to the Maritimes. Which of the Maritime provinces would you choose to live in?

Use the Student Module Booklet, the Internet, and encyclopedias or other books you have at home or find at your local library to write a report about that province. Use the space provided, or complete your report with a computer and word-processing program.

Your report will include the following:

- a map of the province, drawn by you, showing boundaries, the main towns and cities, rivers, national park(s), surrounding bodies of water

- information about
  – official symbols (use the Grade 5 Social Studies Multimedia CD)
  – population, including a list of the largest cultural groups (include First Nations people)
  – climate and any severe weather descriptions
  – natural resources
  – industries and products
  – special features such as "the longest . . ." or "the highest . . ."

- drawings or pictures (at least 4) with captions that describe the physical features, natural resources, animals, and vegetation in the province. For example, a drawing of the Highland Mountains could include the following caption: The Highland Mountains of Cape Breton Highlands National Park are really old, flat mountains with deep valleys and cliffs.

- a paragraph that accurately explains why people came to settle in the province, where they came from, and what they did to survive

- a paragraph explaining why you chose that province to move to

(There is more room for your answer on the following page.)

Turn to the Module Summary in the Module 2 Student Module Booklet.

Home Instructor's Feedback Form for Module 2

Answer the following questions and submit them with the completed Assignment Booklet.

1. In your opinion, what parts of the Student Module Booklet and Assignment Booklets worked best for your student?

2. Were there specific areas with which your student had particular difficulty? If so, what were they?

3. Do you have any other questions, comments, or concerns?

Student Feedback Form for Module 2

Answer the following questions and submit them with the completed Assignment Booklet. This is not a test and there are no marks assigned.

1. What were your favourite parts of this module?

2. What parts did you like the least?

3. What part did you find most difficult?

4. What parts were the easiest?

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